

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-size: small;"> Received 2014 May 17 PM 2:16 Texas Education Agency </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Texarkana ISD	Vendor ID # 756002579	Mailing address line 1 4241 Summerhill Drive	
Mailing address line 2	City Texarkana	State TX	ZIP Code 75503
County- District #	Campus number and name 108-Westlawn Elementary	ESC Region # 8	US Congressional District # 04
			DUNS # 09-896-7961

Primary Contact

First name Christy	M.I. 	Last name Tidwell	Title Coor. of Professional Development and Continuous Improvement
Telephone # 903-793-7561 ext 1310	Email address Christy.Tidwell@txkisd.net		FAX # 903-255-3280

Secondary Contact

First name Nanette	M.I. 	Last name Power	Title Executive Director of Quality Assurance
Telephone # 903-794-3651 ext 1032	Email address Nanette.Power@txkisd.net		FAX # 903-792-2632

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Paul	M.I. 	Last name Norton	Title Superintendent
Telephone # 903-794-3651	Email address Paul.Norton@txkisd.net		FAX # 903-792-2632
Signature (blue ink preferred)			Date signed



5/13/14

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> • Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. • Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. • If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. • Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. • Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. • Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<ol style="list-style-type: none"> 1) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 2) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; 3) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 4) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and 5) Provide appropriate social-emotional and community-oriented services and supports for students.
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1) Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2) Enroll, within the grades it serves, any former student who wishes to attend the school.
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1) Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to commencement of the transformation model; 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— <ol style="list-style-type: none"> a. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and b. Are designed and developed with teacher and principal involvement; 3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; 4. Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and 5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<ul style="list-style-type: none"> ii. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and 2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. iii. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> 1. Establish schedules and strategies that provide increased learning time; and 2. Provide ongoing mechanisms for family and community engagement. iv. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> 1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and 2. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) c. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Attendance Rate g. Student Completion Rate h. Student Drop-Out Rate i. Locally developed competencies created to identify teacher strengths/weaknesses j. Types of support offered to teachers k. Types of on-going, job-embedded professional development for teachers l. Types of on-going, job-embedded professional development for administrators m. Strategies to increase parent/community involvement n. Types of strategies which increase student learning time o. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Campus and community overview

Westlawn Elementary in Texarkana, Texas is an inner city school in a mid-size community. In a search for peer schools the only comparisons that can be found are urban inner city schools. There are NO schools in this part of the state that remotely resemble Westlawn Elementary. Inner-city community attributes such as generational poverty, poor student achievement, high unemployment rates and high crime rates characterize the Westlawn neighborhood. The neighborhood zone for Westlawn and its feeder schools contains seven HUD housing projects that have a total of 652 units. A majority of our students are being raised in non-traditional family situations due to parent instability, incarceration, and other poverty related factors. Serving 360 students in grades three through five, Westlawn's 2013 accountability rating is **Improvement Required**. Demographic data show that our students are 84% African American, 8% Hispanic, 5% White, and 3% other ethnicities. In addition, our students are 95% economically disadvantaged. Westlawn is located in Texarkana, Texas and is one of eight community elementary schools in the Texarkana ISD. Texarkana is a small rural city located on the border of Texas and Arkansas. Texas side population is about 37,000 and Arkansas side is about 30,000. According to www.areavibes.com, the poverty rate in Texarkana is 24% as compared to the Texas average of 17% and the national average of 12%. Crime rates in Bowie County are among the highest in Texas, according to the Texas Commission on Jail Standards in April 2014. In general, this school is home to a group of children with little hope of escaping generational poverty without serious intervention.

Needs assessment

The comprehensive needs assessment of Westlawn prioritized the top five needs as follows:

1.Improve student academic performance

Student achievement on statewide testing of math, reading and writing is persistently low. Overall campus STAAR scores in 2013 for math were 41%, reading 56% and writing 30%. Westlawn's large class sizes contribute little to the academic success of these at-risk students. Meaningful reductions in class sizes have been difficult to achieve because of budgetary constraints and competing priorities. The National Education Association recently updated its twenty year old *STAR* report on the relationship between student achievement and class sizes. Several follow-up studies today confirm substantial academic gains for students in very small class sizes of 13 to 15. The results were the same for boys and girls, but for African American students the results were much more dramatic. Black students in smaller classes outperformed black students in larger classes at a rate two to three times higher than the white students over their white counterparts. The effect of smaller classes on student achievement extends far beyond the early grades. Follow-up studies show higher achievement in later grades as well. Additionally, black students in smaller classes showed more positive behaviors towards engagement and learning than did the students in larger classes.

2. Increase learning time

Learning time needs to be increased in order for student achievement to improve. The current school schedule does not allow sufficient time for these students to catch up and succeed academically. Every year these struggling students fall more behind. In addition to the growing federal support for expanded school time, an increasing number of schools around the country have implemented policies and programs that prioritize more learning time to accelerate school reform and raise student proficiency. These examples will be used as models as we expand learning time to improve academic achievement, strengthen instruction, and provide a more well-rounded education for all.

3.Increase family and community engagement

Despite efforts to coordinate volunteers, family and community engagement levels are critically low at Westlawn. Surveys revealed that there are numerous reasons for this: lack of time or energy, embarrassment about their own educational levels or abilities, and a perceived lack of welcome by teachers and administrators. These families do care about their children's success, but they often lack understanding of how to help.

4.Increase teacher quality

The population at Westlawn is hard to reach with poor academic achievement and high discipline referrals. Many excellent teachers in the Texarkana area consider this campus stressful and unnecessary to their careers. The teacher turnover rate is a troubling 30%. Almost half of the staff has fewer than five years' teaching experience. The discipline referral rate is 61%, with 221 out of 360 students referred to the office last year. The stress level of these teachers is very high and these jobs are hard to fill. These factors have resulted in a staff that is relatively inexperienced with short

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

tenures on this campus.

5. Increase leadership effectiveness

Facing a daunting task, the principal at Westlawn is in her second year. Not only is she new to the campus, but she is new to the job of principal. The high teacher turnover rate has left a void in leadership. The school needs operational flexibility and a significant number of skillful teacher-leaders who understand the shared vision and scope of work underway. The principal possesses a passion and vision for the campus but needs this opportunity to revolutionize and transform the school. "We want to save these children," she says. "Increasing leadership effectiveness at Westlawn will enable us to grow leaders with a greater understanding of the critical needs of children of poverty."

Transformation plan

The plans for the TTIPS transformation at Westlawn include multiple measures for **increasing academic achievement**. Comprehensive reform strategies will be implemented, including use of quality data to drive instruction, small class sizes, differentiated instruction, and establishment of early warning systems to identify at-risk students. Technology holds great promise to transform teaching and learning: it allows for more personalized instruction, higher levels of student engagement, and instant assessment of students' skills. Mobile technology devices and classroom computers will be added along with research-based lessons that are integrated with technology. **Learning time will be increased significantly** with a full afterschool program patterned on the best practices of the 21st Century Learning Centers ACE program. This program will include a TEKS-based curriculum that is directly tied to the regular school day program, enrichment opportunities, a four-week summer term, homework help, and a free dinner served to all students who participate. **Families and the community will become partners** with Westlawn Elementary and increase involvement by creating personal relationships, providing job skill creation opportunities, and teaching parents to work with their children at home. We will create a community-oriented school by partnering with families, community and faith-based organizations to create a safe school environment. **Teacher quality will be increased** with the addition of several measures such as lead teachers, job-embedded professional development, rigorous, transparent and equitable evaluation systems, mentoring, coaching and sustained support. Incentive pay and recruitment bonuses are included so that the campus can attract and retain the best teachers possible. Teachers will have more time for common planning and job-embedded professional development with the addition of high quality paraprofessionals to the staff. These assistants will perform clerical tasks and other nonteaching duties so that good teachers can do what they do best – teach students. **Leadership effectiveness will increase** by including the entire staff in leadership training. Campus and district leaders will demonstrate commitment and be accountable and responsible, but true leadership effectiveness will be born from building the leadership capacity of the entire team. The team will be given operational flexibility in scheduling, staffing and budgeting.

Evaluation, continuous improvement and sustainability

Critical to the success of any program is the school's ability to involve all stakeholders in the making of decisions that affect student achievement. Westlawn and TISD utilize the site-based decision-making model (SBDM) in considering numerous programs and strategies that will impact student achievement. Each group represented on the SBDM has considerable stake in the outcomes of committee decisions. Key to the success of our program will be the collection and disaggregation of pertinent qualitative and quantitative data. Skills of our students will be continuously assessed and measured using multiple methods. Teacher evaluations will be fair, equitable and transparent. Family and community involvement will be evaluated continually through participation, surveys and informal methods. The TTIPS Advisory Council, representing all stakeholders, will meet monthly for ongoing communication and continuous improvement. Preparation for sustainability from the outset of this project will ensure that the project has broad-based community support with a financing plan in place to prepare for the day when grant funding ends.

Conclusion

The TTIPS program at Westlawn Elementary is a comprehensive plan for bridging the achievement gap for low performing students. The plan will be supplemental to the local budget for this campus and will not supplant required state, local or federal funding. We will provide a holistic approach to transforming instructional practices combined with a community-oriented school setting. Distributive leadership, operational flexibility, data-driven decision making, shared accountability, and immediate action to resolve problem areas, together with a clear and compelling vision will be the driving philosophies at Westlawn Elementary. In spite of the challenges we face, Westlawn and TISD are fully committed to the transformation process and to the success of our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$4,800,059	\$	\$4,800,059	\$8,722
Schedule #8	Professional and Contracted Services (6200)	6200	\$131,454	\$	\$131,454	\$
Schedule #9	Supplies and Materials (6300)	6300	\$293,100	\$	\$293,100	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$231,492	\$	\$231,492	\$1,258
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$46,863	\$	\$46,863	\$
Total direct costs:			\$5,502,968	\$	\$5,502,968	\$14,980
3.204% indirect costs (see note):			N/A	\$174,814	\$174,814	\$480
Grand total of budgeted costs (add all entries in each column):			\$5,502,968	\$174,814	*\$5,677,782	\$15,460

Administrative Cost Calculation

Enter the total grant amount requested:	\$5,677,782
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$283,889

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,913,397	\$1,897,267	\$1,867,118	*\$5,677,782

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 019907		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher	6		\$864,000	\$
2	Educational aide	6		\$351,000	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director	1		\$185,000	\$5,000
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant	1		\$95,584	\$2,584
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Instructional Coach	2		\$312,000	\$
22	Academic Interventionist	4		\$576,000	\$
23	Afterschool Site Coordinator	1		\$159,600	\$
	Family Engagement Specialist	1		\$159,600	\$
24	Subtotal employee costs:			\$2,702,784	\$7,584
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$1,124,860	\$
27	6121 Support staff extra-duty pay			\$346,320	\$
28	6140 Employee benefits			\$626,095	\$1,138
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$2,097,275	\$1,138
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$4,800,059	\$8,722

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Professional Development – Teachers - Writing	<input type="checkbox"/>	\$8,676	\$
2	Professional Development – Teachers – Technology Integration	<input type="checkbox"/>	\$9,000	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$17,676	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Professional Development – All Staff		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Leadership Training				
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
1	Contractor's payroll costs: # of positions: 1	\$29,778	\$	
Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
Contractor's supplies and materials		\$	\$	
Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$29,778	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: Adult Education		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Parental Involvement		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$60,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$60,000	\$
3	Specify topic/purpose/service: Grant Management		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Afterschool programming, reporting and fiscal assistance		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$24,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$24,000	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$17,676	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$113,778	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$131,454	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 019907				Amendment number (for amendments only):			
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Desktop computer and printer	Project Director & Assistant – Grant management	2	\$2,000	\$113,000	\$4,000
	2	Desktop computer and printer	Teacher use – instruction and data disaggregation	14	\$2,000		
	3	Desktop computer	Student use – instruction in classrooms	108	\$750		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$66,000	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$179,000	\$4,000
Remaining 6300—Supplies and materials that do not require specific approval:						\$114,100	\$1,000
3-Year Grand total:						\$293,100	\$5,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 019907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$71,610	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$71,610	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$159,882	\$1,258
3-Year Grand total:		\$231,492	\$1,258

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Tablet computers, classroom sets of 25 each with one charging/syncing cart and one required laptop for each	3 sets	\$15,621	\$46,863	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$46,863	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:				
Category	Number	Percentage	Category	Percentage
African American	301	83.6%	Attendance rate	95.1%
Hispanic	28	7.8%	Annual dropout rate (Gr 9-12)	n/a
White	19	5.3%	Annual graduation rate (Gr 9-12)	n/a
Asian	1	.3%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	41%
Economically disadvantaged	343	95.3%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	56%
Limited English proficient (LEP)	6	1.7%	Students taking the ACT and/or SAT	n/a
Disciplinary placements	221	61.4%	Average SAT score (number value, not a percentage)	n/a
			Average ACT score (number value, not a percentage)	n/a

Comments

Enrollment category: Two or more races – 11 students. Total Enrollment 360.

Economic Disadvantaged: Qualified for free lunch – 90.4% and reduced lunch – 4.9% for a total of 95.3% EcDis.

Mobility rate of Westlawn at 29.6% and feeder school Theron Jones (32.6%) is almost double the state rate of 17.9%.

STAAR met standard: Math: 2013 – 41%, 2012 – 46% Reading: 2013 – 56%, 2012 – 54%

2013 Westlawn African Americans 3rd Grade: Math – 21% vs State 70%; Reading – 37% vs. State 81% (TAPR)

At the beginning of 2012-2013, 3rd grade assessments show Westlawn students scored 30 percentage points behind peers in other district elementary schools in both math and reading.

Recent 2014 STAAR results for 5th grade show 44% met standard in reading and 48% in math. Only about 40% are on track to pass 8th grade assessments at the Recommended level.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	12	40.7%	No degree	0	0%
Hispanic	.4	1.4%	Bachelor's degree	15.9	53.8%
White	17.1	58.0%	Master's degree	13.6	46.2%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	12.1	41.1%	Avg. salary, 1-5 years exp.	\$38,554	N/A
6-10 years exp.	6.2	20.9%	Avg. salary, 6-10 years exp.	\$41,132	N/A
11-20 years exp.	8.3	28.0%	Avg. salary, 11-20 years exp.	\$48,832	N/A
Over 20 years exp.	2.4	8.1%	Avg. salary, over 20 years exp.	\$54,297	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					129	108	123								360
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					129	108	123								360

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					14.2	14.2	14.2								42.6
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					14.2	14.2	14.2								42.6

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Schedule #13—Needs Assessment

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"People without information cannot act. People with information cannot help but act."

Ken Blanchard

Westlawn Elementary annually performs a comprehensive needs assessment that involves the participation of the campus Site Based Decision Making Committee. The SBDM is a process for decentralizing decisions to improve the educational outcomes at our campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

For the purpose of this grant the SBDM convened and followed these five steps for conducting the comprehensive needs assessment:

- Establish purpose
- Gather data
- Analyze data
- Analyze root cause
- Prioritize needs

The committee listed their purpose as follows:

To improve student achievement at Westlawn Elementary

Members of the committee, along with district level officials and the DCSI, met numerous times to consider pertinent information to conduct the needs assessment and determine goals that must be achieved. In keeping with the purposes of conducting a needs assessment, data from the following areas were analyzed:

- Student demographics, mobility rates and attendance
- Teacher/student ratios
- Discipline rates
- Student achievement
- Existing Campus Improvement Plan
- School culture and climate
- Staff demographics
- Staff quality, recruitment and retention
- Curriculum, instruction and assessment
- Family and community involvement
- Technology integration

The Committee was provided with the most recent state assessment scores along with a disaggregation of those scores to identify student groups and subject-specific objectives that indicated a strong need for improvement. Along with state assessment disaggregation, attendance rates and disciplinary referrals were examined to determine whether non-academic factors had a bearing on critical need areas.

Current class schedules were studied to determine the number of minutes a student spends in each subject area and to determine the time of day that critical courses such as reading, writing and math are offered. Discussion was held to find ways to increase learning time. Economically disadvantaged students are disproportionately affected by losses in reading and math skills. According to a 2010 study by the Afterschool Alliance, two-thirds of the 2nd through 4th grade reading achievement gaps can be explained by unequal access to extended learning time and summer learning

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

opportunities. To help disadvantaged kids who are struggling to keep up in school the alliance believes that extending the school day will give them the extra boost they need. Parents cannot afford to send their kids to the varied extracurricular activities that wealthier children enjoy – leaving poorer kids with a sparse education that focuses primarily on testing. Research evidence shows that expanding time during the day and over the academic year, particularly in high-poverty and low-performing schools will improve student achievement (RAND Corporation 2012).

Consideration was given to teacher quality and to curriculum offerings as well as to the alignment of curriculum resources and instruction with 21st century learning skills. Technology inventories and technology integrated content areas were listed. The technology proficiency of the staff according to the campus STaR chart and barriers that potentially prevent effective use of technology were analyzed. Professional development, including technology was discussed. Further examination was made of the current intervention strategies, small group instruction, STAAR intervention classes and STAAR test preparation units. Also discussed at the meeting were the means of formative assessment opportunities that would enable students to receive more intense remediation if the formative assessment indicated a need. The Committee was concerned about the high teacher turnover rate and the difficulty in finding qualified teachers willing to work on this campus. Teacher evaluation methods, instructional coaching, lead teachers and mentoring were also considered. Family and community involvement was discussed and the current year parental participation numbers were examined. School context and organization was studied with discussions of teacher voice in decision making and school policy setting, community perceptions of the schools and support from the district.

The needs assessment process at Westlawn was intended to safeguard against planning or implementing strategies before the root cause of the problem was understood. The need has reached the critical stage and identifying and prioritizing the needs was important so that the improvement plan is **targeted and focused**. Our improvement plan is intended to address the specific reasons for low performance at our school. We want to make the needs assessment a living and breathing tool in which to focus our improvement efforts so that changes can be made as the need arises. To ensure a targeted improvement plan, the committee identified the focus areas that will have the greatest impact on the reasons for low performance and listed them in order of priority:

1. **Student to teacher ratio**
2. **Extended learning time**
3. **Family and community involvement**
4. **Teacher quality and retention**

The results of this analysis, along with the focus areas identified, were provided to the DSCI and district-level SBDM for further study. This committee, which meets regularly to review up to the minute concerns, sets educational priorities that align with the District Improvement Plan. The district SBDM follows these guiding principles when making decisions about instructional services:

- Provide for equitable services to all students
- Determine procedures to evaluate teachers and monitor instructional practices
- Research and recommend curriculum initiatives
- Recommend instructional changes based on student needs
- Evaluate implementation of the district improvement plan to determine success
- Provide budgetary resources

The district-level SBDM concurred with the campus level committee and set the priorities as listed above. Current and estimated state and local funding for the next three years was examined. Additional funding for Westlawn is not expected to be available; therefore, it was determined that through TTIPS grant funding these priorities could be addressed. The comprehensive needs assessment was a process, conducted by the campus SBDM and guided by the district SBDM, and is based on information that includes how students are meeting the state's challenging academic content and achievement standards. Multiple data sources were identified and examined to identify the priority needs for Westlawn. The needs assessment was a process that ensured that the purpose and outcomes were linked to the district and campus improvement plans and all stakeholders had a voice in establishing educational priorities.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Improve student academic performance Students are consistently below state average on STAAR testing. Achievement on 2013 STAAR:</p> <ul style="list-style-type: none"> • Math 41% • Reading 56% • Writing 30% <p>An improvement of 5% per year on each subject area is needed</p>	Class sizes will be reduced to no more than 15 students with the addition of 6 classroom teachers - 2 per grade level for grades 3, 4 and 5. Instructional coaches will disaggregate data and provide timely data to classroom teachers so that instruction can be targeted to the students' individual needs. With the addition of 4 interventionists, early warning systems will be used to identify at-risk students and to provide timely intervention.
2.	<p>Increase learning time Students at Westlawn need more learning time after the regular school day to provide additional instruction and homework support. This extended learning time will be a seamless transition from the regular school day.</p>	The grant will provide afterschool programming that will keep the children at school for an additional two hours a day - four days per week. Opportunities will include academic enrichment with active, hands-on TEKS-based lessons, tutorials and homework help. They will also be provided a free meal and free transportation home. A four-week summer program will be provided in conjunction with the afterschool program along with a three-week summer Jump Start program just before the fall semester.
3.	<p>Increase family and community engagement Students on this campus are more than 95% economically disadvantaged. There is a need for more family and community engagement to make a strong connection between the home and the school.</p>	The responsibility of the family engagement specialist will be to build a strong connection between home and school. Parent trainings, parent/community volunteers and school events will be offered. Parents will be provided opportunities to improve job skills. Newsletters and home visits will keep the line of communication open between the home and school.
4.	<p>Increase teacher quality Almost half the teaching staff has five or fewer years of teaching experience. There is a strong need for a formal mentoring program which will build capacity and create a more stable staff. The teacher turnover rate for Westlawn Elementary is 30%. The turnover rate needs to be decreased by 10% over the grant period.</p>	To increase teacher quality the grant would provide four more instructional coaches, incentives tied to student growth, and recruitment bonuses, additional paraprofessionals and ongoing, job-embedded professional development. With a strong mentoring program new teachers and teachers with fewer than five years of experience will receive daily, targeted assistance and instructional support.
5.	<p>Increase leadership effectiveness The principal is new and inexperienced and over half of the teaching staff has fewer than five years' teaching experience. The campus needs to build capacity of the entire staff to become skillful teacher-leaders.</p>	Professional development in schoolwide leadership is scheduled to begin in the summer of 2014 and will be continued with the TTIPS grant. This three-year process will also include attending school improvement conferences at the state and national level. The administration will be given operational flexibility in scheduling, staffing and budgeting in order to cultivate the very best leaders at Westlawn.

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Schedule #14—Management Plan

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The DCSI for the district has a master's degree in educational administration with at least three years administrative experience with proven success as a campus and district administrator. Our DCSI has extensive experience in analyzing student achievement data and identifying patterns and trends along with the development and implementation of quality professional development. The DCSI demonstrates a broad knowledge of research-based resources and strategies for effective instructional leadership, theories of change, cultural proficiency to address achievement gaps, response to intervention along with curriculum frameworks and academic standards. The DCSI has extensive experience in planning and managing multiple projects.
2.	Project Director	The project director will have a master's degree in educational administration with experience in campus leadership. Experience in grant management is preferred along with strong conceptual and analytic skills, oral and written communication skills. Knowledge of grant administration systems, processes and budgeting is necessary along with the ability to analyze and systematically compile technical and statistical information; comprehend and make inferences from written material; interpret federal, state, and local laws and regulations regarding grant contracts and ability to work as a collegial, contributing member of a project team with consultants, campus and district administrators, teachers, and other stakeholders.
3.	Afterschool Site Coordinator	The Site Coordinator will have a bachelor's degree in education or related field. A master's degree in education or related field is preferred along with a valid Texas teacher certification with at least three years experience. Our SC will have strong interpersonal skills, strong organization and time management skills and will be proficient in accurate record keeping/proofing skills. The SC will possess a high degree of computer proficiency using Microsoft Word and Excel with the ability to maintain positive working relationships with the public and frontline staff. Experience in working with high-risk children and families is preferred. The SC will also have experience in staff supervision.
4.	Family Engagement Specialist	The family engagement specialist will have a master's degree in education, social work, psychology, sociology or a human services related field preferred. The FES will possess a working knowledge of parent involvement requirements as well as family engagement research and literature. The FES will have effective interpersonal and group communications skills, excellent written communication and organizational skills with experience in working with adult learners. The FES will demonstrate ability to successfully collaborate with school personnel, staff, parents, and other support agencies and will have strong technology skills.
5.	Instructional Coaches/Academic Interventionists	Coaches and interventionists will have a master's degree in education with a valid Texas teaching certificate. Our instructional coaches will have at least five years of teaching experience with knowledge of research-based instructional practices along with current instructional theories, methodologies, techniques, and principles, knowledge of subject matter, and knowledge of state, local, and federal laws and regulations affecting the lives and education of students. Our interventionists will have an understanding of child and adolescent development with the skills to manage student behavior. They will have the ability to communicate effectively using a variety of media, work with others as a team, organize and maintain records, manage time and resources effectively and efficiently, and evaluate performance and provide constructive feedback.
6.	Grant Management Consultants	The consulting group will have extensive experience as educators with broad knowledge, expertise and experience in afterschool programming, planning, implementing and managing improvement efforts in a school district as well as experience in grant implementation and grant oversight. They will provide support for effective grant implementation, fiscal management, and will serve as a resource to the entire school.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers for Westlawn Elementary School will provide critical expertise and capacity throughout the TTIPS project while providing assistance with curriculum and instruction, strategic planning, professional development, technology use, assessment strategies, classroom management, community involvement, instructional methods, leadership development, parent involvement, reshaping of school culture, teacher recruitment, induction, and mentoring, afterschool programming and leadership training. External providers will be selected based on campus needs assessments, goals, objectives and grant implementation. With a unified commitment to initiating dramatic school improvement efforts that will include the implementation of an afterschool program, reduction of class size, schedule restructuring, common planning times, increased learning time, teacher quality and leadership effectiveness, Westlawn will work together with the external providers to ensure quality assurance throughout the project. The foundation of the relationship between Westlawn and all external partners will be a thoughtfully negotiated contract that will articulate roles, responsibilities and performance expectations. A rigorous evaluation of the partner's capacity will be essential to fully leverage the potential expertise of these partners to support focused and dramatic school improvement efforts on our campus. Care in vetting the capacity and experience of all providers before engaging in a contractual relationship will be essential. To ensure quality and provide oversight, external partners will be selected and recruited based on:

- The capability to offer quality services and products that deliver results for the students at Westlawn
- The ability to ensure that the capacity exists within their own organization to maintain the integrity and quality of the services they promised to deliver
- An understanding of how to address the school culture of Westlawn and essential key initiatives
- A proven proficiency to position schools for sustainability through building local expertise and community-based support for the work
- A record showing how they have contributed learning and best practices to the larger conversation on school transformation so that effective practices are brought to scale

All services provided by external partners for the TTIPS project at Westlawn Elementary will be:

- Aligned with established goals - All plans and activities will be aligned with goals that have been established during the needs assessment and the school or district improvement processes.
- Long term - The provider's services will be offered as a part of a long-term strategy for improved student learning.
- Customized - The provider will be prepared to tailor its approach to Westlawn's unique circumstances and needs.
- Research based - The provider's approach will be grounded in research and backed by evidence.
- Capacity building - All services will be delivered with a strategy for training the stakeholders to be able to practice and assess these skills independently. The provider will have a plan for building capacity at Westlawn and evidence that they have accomplished this goal in the past.

Maintaining ongoing communication is a critical factor to ensure quality with external providers. Regular check-ins and coordination meetings to discuss progress and implementation concerns will ensure that issues are addressed. Such communication will allow all stakeholders to be proactive rather than waiting to cope with problems as they arise. Ongoing communication also facilitates the sense of having a shared goal and cultivates a spirit of collegiality between Westlawn's leadership, faculty, staff and external partners.

Best practices for quality assurance will also require a plan for evaluating the provider's services. This plan will be established before the work begins so that all parties are clear about the expectations and measures prior to implementation. The primary goal will be to foster an environment of continuous improvement. Westlawn leadership will use the data made available through evaluation and the providers to review and renew—on an ongoing basis—the approaches used to improve student learning. This emphasis on ongoing data-driven decision-making will be the heart of the evaluation strategy.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Westlawn Elementary School maintains a rigorous process to monitor the attainment of goals and objectives that encompass district level, campus level and classroom level efforts. With TTIPS funding, our school will be able to enhance the plan already in place with additional resources, staffing, afterschool programming, staff development, adult education programs, technology integration and leadership training. At Westlawn, the combination of three concepts constitutes the foundation for positive improvement results:

- Meaningful teamwork
- Clear, measurable goals
- Regular collection and analysis of performance data

An effective tool for monitoring the attainment of goals and objectives that is currently in place is the campus leadership team, composed of the DCSI, central office administrators, directors, the campus principal and administration, and select teachers. The leadership team meets at regular intervals with the purpose of monitoring and identifying the needs of the campus in the areas of learning, communication and climate. At the **district level** in TISD, goals and objectives drive the decisions regarding effective management of financial resources. At the **campus level**, goals and objectives drive programs, policies, and approaches to supporting student achievement. At the **classroom level**, goals impact the daily practice in the classroom, the TEKS-based instruction students receive, and the strategies teachers employ to improve student performance. Monitoring and attaining goals have become a primary focus for our school. The overarching goal at Westlawn is to ensure student success. Our school uses student performance data to continually evaluate the effectiveness of our educational practices and to make more informed instructional decisions when planning **program milestones** and **goal setting**. Our monitoring plan prioritizes key areas of need that enables our staff to focus on teaching and learning and allows the examination of student work and student performance related to it. The leadership team at Westlawn guides the staff through the data analysis process and through that process the staff better understands the school improvement objectives and strategies and the game plan for attaining them. The leadership team also aligns time and staff development resources in order to craft a plan to prioritize efforts. It is our philosophy that the school improvement process should drive Westlawn's resources and activities and we embrace the fact that school improvement is the work of the entire staff. Our leadership team is critical; however, they do not replace the ongoing work that grade level teams, interdisciplinary teams and departments play in improving student achievement. Our plan effectively delineates the role of each person in our goal monitoring and attainment process by making sure that everyone on staff knows the student achievement goals for our school and their role in attaining them. The importance of making data-driven decisions is paramount at Westlawn. Our team emphasizes what we can learn from the collection of data. Program milestones to help guide the monitoring goals and objectives are:

- Two locally developed benchmarks administered each December and March
- Achievement data collected from STAAR testing each June
- Teacher turnover rate analyzed at the end of the grant period
- Parent involvement efforts examined each December and May
- Numbers of students participating in extended learning time reviewed at the end of each grading period
- Number of teachers reaching proficient studied to determine improvement in teacher quality each May
- Number of teachers participating in professional learning communities evaluated each May

Through the goal-monitoring process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community and families of our students. Because of the approach in goal and objective managements, Westlawn uses all avenues to monitor and adjust when needed. This communication is a useful and powerful prism through which everyone can see the totality of school improvement, goals, objectives and success. Because of continuous monitoring and effective communication, the entire Westlawn team of stakeholders can see with great clarity the significant and manifold implications of operative goal setting. Goal setting is far more than a component of improvement - it is the glue that holds Westlawn and our efforts together. (*SMART Goals*, O'Neill and Conzemius)

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Schedule #14—Management Plan (cont.)

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Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing, existing efforts that are related to the TTIPS transformation at Westlawn Elementary include federal funding provided by a Title I, 1003(a) Priority and Focus School Grant (Priority Grant) for 2013-14 as well as local funding. The Priority Grant will provide multiple professional development opportunities for campus leaders and staff. In summer 2014, training for the principal and two other administrators in school principles and best practices is planned. *School Turnaround* is a system of reforms for producing immediate results by inspiring and empowering leaders with the skills, tactics, and focus to dramatically impact student achievement. This training will provide instruction that reflects a deeper understanding of the community served by the school. The Priority Grant will also provide professional development to all Westlawn staff in character building and leadership training through Covey's *Leader in Me* program. Cost for the first year of the three-year program is included in the Priority Grant. The remaining years of this training will be provided with TTIPS funding. *The Leader in Me* is an innovative, schoolwide model that increases teacher effectiveness, student engagement, and academic achievement, while preparing students to be leaders in the 21st century. In addition, data will drive instruction with the addition of leadership notebooks for each student. Student accountability will be taught as the students must collect, chart, and analyze their own personal academic performance, identifying areas of strengths and weaknesses and setting goals for learning. Targeted instruction and continuous improvement will be realized by focusing on student needs identified through the use of the leadership notebooks as well as disaggregated achievement data provided by *Eduphoria's School Objects: Aware*. This locally funded system will allow campus staff to access and analyze data as well as develop benchmark tests. Analyzing test data along with creating and sharing custom data to focus on important issues for this campus will become a critical component for success.

Other activities planned for the Priority Grant that will be continued include a summer "Jump Start" program for incoming students. Students new to the campus will participate in an innovative three-week summer program beginning in 2014 just prior to the start of the fall semester. This will allow teachers to build relationships with students and regain any lost skills over the summer break in the most critical areas of math, reading and writing. Jump Start will provide a fun atmosphere while assessing students at their individual levels. The TTIPS grant will continue the Jump Start program after Priority funds are exhausted, because program continuity is integral to success. The TTIPS grant at Westlawn will also include a full afterschool program, using the *Prime Blueprint for Texas ACE* programming. This afterschool model already proven successful at the state level will be held four days each week where students will receive academic assistance and enrichment. While attending afterschool programming, all students will be provided with a free nutritious dinner. This program, provided by the USDA through the National School Lunch Program, will be operated by the district's food service program. TISD pledges that each day afterschool programming is offered on the campus, a free full dinner will be served to all children under age 18.

Local funding will continue to provide one instructional coach and two interventionists to the Westlawn campus. The instructional coach is currently stretched to serve all three grade levels. The TTIPS grant will allow for two more instructional coaches so that their expertise can be better shared among the core curriculum areas. In addition, four interventionists, who serve individual or small groups of students in reading and math, will be hired. With a total of six interventionists, each grade level will have an expert interventionist for reading/language arts and one for math. These strategies represent the best practices of transformational schools in addition to the coordination of funding and efforts.

Commitment to success of the TTIPS program will be a multifaceted approach. Leaders who demonstrate commitment and intentionally invest in building community offer living proof that the school and district believes in the transformation. Leaders who show up — not to run the show — but ready to learn, participate, and work as colleagues and partners are irresistibly attractive. They add credibility, power, and meaning to the idea of transformation. Leaders already believing in the transformation that will occur with the TTIPS grant include the DCSI, district leaders and the campus principal, instructional coach and teachers. The leaders will build a high-trust environment to sustain and provide ongoing support and technical assistance for the campus. First, a TTIPS Advisory Council will be formed consisting of campus and district leadership, teachers, parents, the TTIPS project director and community members. Meeting at least monthly, this

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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

group will examine the successes of the program as well as the challenges and form a plan for continuous improvement. Teachers, including TTIPS grant staff will also meet weekly for discussion and evaluation of the program. When all stakeholders share their voice, provide input that is valued and help to mold a plan for the future, the entire team will grasp the importance of this initiative, and the program will be valued and commitment will be formed.

As with any comprehensive initiative, **sustainability after grant funding ends** is always a challenge and this project will be no exception. A study by *The Finance Project* found that by developing strategies to marshal a broad range of critical resources, projects across the country were able to prepare for the day when grant funding would end. Using these strategies Westlawn and TISD leaders will develop a sustainability plan based on the following:

- **Develop a clear vision**

Defining the vision of the project was the first step in applying for this grant. The TISD Site-Based Decision Making Committee developed the following compelling vision statement for this project:

Through the TTIPS Transformation, Westlawn Elementary students will receive individualized instruction and emotional/social support by nurturing the whole child for success in the areas of reading, mathematics and writing, thereby assuring readiness for college and/or career.

- **Use results to drive decisions**

Proving and improving effectiveness with measurable indicators of success drives both internal management and external support of this sustainable initiative. We will use targeted, strategic and practical approaches to results-based decision-making and we will prepare and analyze data for outcome-based evaluation.

- **Employ strategic financing**

Analyzing this initiative's resource needs and implementing an appropriate strategic financing plan will provide us with a diverse portfolio to sustain our work. Financing strategies will involve maximizing other federal funding as well as state and private foundation funding sources, creating and accessing dedicated revenue and maximizing in-kind revenues.

- **Build broad-based community support**

Support from a wide range of community stakeholder groups will be pivotal in sustaining this program. By building support among leaders in our district, businesses, families and the community, this program will create a unique niche in our community and develop a strong identity as an important initiative for children and families. In turn, Westlawn Elementary's TTIPS transformation will gain the attention needed for continuation.

- **Cultivate key champions**

Champions for the program will be cultivated so that these individuals can use their power and influence to generate support, build public will and garner increased support from public and private resources. Local, state and federal elected officials are the primary examples of key champions. Other key champions will come from Texarkana's long list of successful alumni. Demonstrating effectiveness will play a vital role in securing necessary funding. Our strong track record will be a valuable asset to secure funding as well as support from businesses and the community.

- **Monitor trends and adapt to changing conditions**

To ensure Westlawn's ability to thrive over time, leaders will monitor trends and outcomes, be proactive rather than reactive, and be willing to make adjustments. Weighing strengths and weaknesses and compiling them into a needs assessment that is transparent and shared with all stakeholders is key to the sustainability of the project.

By following these steps, along with a coordinated and committed approach to success combined with preparation for sustainability from the outset of this project, we will ensure that Westlawn Elementary prepares our students for the world of college and career for many years to come.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 019907 Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Conduct an ongoing analysis of formative assessment data and end of year STAAR data in reading, writing and math.	1.	Formative assessments given each six week period will indicate a gradual improvement in mastery of grade level TEKS.
		2.	The achievement gap between African-American students and white students will decrease 10% in reading, writing and math during the grant period.
		3.	The percentage of students meeting standard on STAAR reading, writing and math will meet Index 1 standards or a minimum increase of 5% per year.
2.	Gather data from multiple classroom walk-throughs to evaluate the implementation of professional development initiatives and to evaluate the level of student engagement.	1.	Every teacher will be assigned an instructional coach who will make observations, model lessons and provide recommendations for improvement.
		2.	Every teacher will receive at least six walk-throughs each six weeks by either the principal or the instructional coaches.
		3.	Student engagement will be measured by observations of differentiated learning opportunities through pairing, grouping and project-based learning and by STAAR results.
3.	Collect data from student participation in afterschool activities; data will include attendance, quality programming and improvement in achievement.	1.	At least 150 students will attend the afterschool program a minimum of 30 days during the school year and at least 50 students will attend the summer program at least 10 days.
		2.	Teacher, student and parent surveys will indicate that the afterschool program provides quality activities that ensure active participation.
		3.	Student achievement on the STAAR assessment will meet Index 1 standards or a minimum increase of 5% per year in reading, writing and math during the grant period.
4.	Measure the increase in parental involvement through provision of activities such as trainings, volunteering and participation on advisory committees.	1.	At least 50 parents will be in attendance at a parent training or an evening event during the school year each year of the grant period.
		2.	At least 20 parents will be active volunteers on the campus either during the school day or in the afterschool program each year of the grant period.
		3.	At least 6 parents (two from each grade level) will participate on the campus advisory committee at least 3 times during the school years during the grant period.
5.	Evaluate teacher turnover rates through teacher surveys and <i>Texas Academic Performance Reports</i> ; Evaluate the effect of a teacher incentive program on teacher turnover rates.	1.	The teacher turnover rate will decrease by 10% by the end of the grant period.
		2.	Teachers will be eligible for incentives for student growth as measured on STAAR or other developed criteria.
		3.	Lead teachers in each grade level will receive a \$5,000 annual stipend for providing support and training opportunities for grade level teachers. New teachers will receive a \$2,000 recruitment bonus.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Westlawn Elementary has a unique conundrum – the campus is data rich and solution poor. Past efforts to improve student performance have revealed an abundance of data, however, current strategies and programming have not positively benefitted individual student achievement on this campus. Determined to find a solution, TISD recently restructured three neighboring PK-5 campuses in order to focus on a more narrow range of grades. The three campuses affected were Westlawn Elementary, Theron Jones Elementary and Dunbar Elementary. Westlawn now serves students in grades 3-5, Theron Jones serves K-2 and Dunbar has become a pre-kindergarten campus. So, TISD has, as a practice, a razor-like focus on data of all kinds and responds to the data with research-based initiatives to improve the learning environment. The evaluation design focuses on five project strategies:

1. Analyzing formative and STAAR assessments

Instructional coaches will design formative TEKS-based assessments to be administered at least once per six weeks. It will be the job of the coach to score the assessments and deconstruct the data on the assessments to provide teachers with detailed information concerning student performance including individual student mastery of the TEKS. The coach will provide performance data for the grade level as a whole so that a team of teachers can strategize on how to improve both the delivery of instruction and the provision of remedial activities. STAAR data from previous years will be broken down into specific performance in each of the reporting categories. Through this grant, teachers will be given time to use this data to create a scope and sequence that will address those TEKS identified as areas of concern.

2. Using data from walk-throughs to improve student engagement

Instructional coaches and the principal have been trained in the use of *Learning Keys' Data Walks* to gather information on teachers' instructional strategies and classroom management techniques. Based on Robert Marzano's thirteen research-based instructional strategies, teachers are observed in frequent, brief walk-throughs to display evidence of student engagement using these strategies.

3. Providing extended learning time through an afterschool program

To have a quality afterschool program, accurate and complete records must be maintained. The site coordinator will be responsible for keeping attendance records, achievement records and discipline records. Complete records for keeping time sheets and weekly schedules of events is imperative to the program's success. There must be a strong connection between the afterschool program and the day-school program to ensure a continuum of TEKS-based curriculum delivery. Potential problems can be identified and corrected through regular weekly collaboration meetings between the day-school staff and the afterschool staff.

4. Increasing parental involvement

As Westlawn begins to implement the TTIPS grant, efforts will be made to build true partnerships with the parents in the community. The family engagement specialist will maintain contact logs involving the parents in trainings and activities. Sign-ins and parent surveys will be used to keep participation records and program quality. Job training opportunities will be offered to improve parent workforce skills and follow-up data will measure success. The family engagement specialist will provide ongoing mechanisms for family engagement.

5. Improving the quality of the teaching staff

TISD involves all campus administrative staff to conduct walk-throughs or *Data Walks* to gather data and information about teaching strategies, classroom management and implementation of campus or district initiatives. Teachers will be surveyed and will serve on the TTIPS Advisory Council to recommend solutions to areas that may be of concern. A constant ebb and flow of communication between staff members is imperative in keeping focused on the goals of the campus and is necessary to help build a cohesive, supportive teaching environment where problems and concerns can be dealt with in a timely manner.

As with any major project there is a need for periodic evaluations or milestones that must be monitored to assure that the goals and activities in the grant are being implemented with fidelity. Aside from the weekly campus meetings a TTIPS Advisory Council will meet together monthly to consider solutions to any problems or issues that arise. Westlawn Elementary is dedicated to the success of the transformation project and will make every effort to keep communication lines open between staff members, parents and students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 019907

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Train all new teachers in the use of the <i>TEKS resource system</i>	08/14	08/16
			B. Utilize the vertical alignment documents in the <i>TEKS Resource System</i> to design a scope and sequence	09/14	09/16
			C. Use <i>Lead4Ward</i> data tools to analyze student performance	08/14	05/17
			D. Analyze TEA tools, <i>Assessed Curriculum</i> and <i>Blueprints</i> to align instruction to State standards	08/14	05/17
			E. Collaborate in grade level/subject area teams to evaluate instructional strategies for effectiveness	08/14	05/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Use <i>Eduphoria</i> to generate reports that indicate detailed performance on the STAAR	08/14	12/16
			B. Develop assessments to be administered as formative, interim and summative	08/14	03/15
				08/15	03/16
				08/16	03/17
			C. Provide more technology-based instruction using mobile and classroom devices with research-based activities	11/14	06/15
				08/15	06/16
			D. Collaborate with shared plans and team planning to study data and implement differentiated lessons	08/16	06/17
			E. Analyze data gathered from classroom walk-throughs concerning the level of student engagement	08/14	05/17
			F. Provide six additional classroom teachers to lower classes to no more than 15 students	08/14	05/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Use the vertical alignment document in the <i>TEKS Resource System</i> develop a scope and sequence	Weekly 08/14	05/17
			B. Collaborative in grade level/subject area teams evaluate current programs for alignment with State standards	Weekly 08/14	05/17
			C. Use <i>Eduphoria</i> to build assessments that are aligned with reporting categories	10/14	03/16
			D. Analyze TEA tools, <i>Assessed Curriculum</i> and <i>Blueprints</i> to align instruction to State standards	08/14	07/17
			E. Create tutorial groups by student expectations not mastered	10/14 10/15 10/16	05/14 05/15 05/16
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Create reports that inform teachers of individual student performance on assessments	Each 6 wks 08/14	Each 6 wks 05/17
			B. Analyze data through professional learning communities under the leadership of the instructional coach	Each 6 wks 08/14	Each 6 wks 05/17
			C. Use multiple data sources to identify deficits in student performance	08/14	05/17
			D. Provide extended learning opportunities with individualized, targeted remediation	09/14	06/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement: Kassie Watson hired 07/01/2012</i>		
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. With teacher and principal involvement develop an evaluation system tied to student growth	08/14	09/14
			B. Develop a rubric that includes measures used to assess student growth	08/14	09/14
			C. Principal and 2 teachers implement the <i>Turnaround training components</i>	08/14	05/17
			D. Increase participation in professional learning communities	Monthly 08/14	05/17
			E. Conduct Advisory Council meetings to discuss grant implementation and monitoring	Monthly 08/14	05/17
			F. Principal and teacher leaders attend <i>Advancing Improvement in Education Conference</i>	9/14 9/15 9/16	9/14 9/15 9/16
			G. Principal and teacher leaders attend <i>Learning Forward Conference</i>	12/14 12/15 12/16	12/14 12/15 12/16
			H. Implement <i>The Leader in Me</i> training on the campus	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Develop a rubric that includes measures that could be used to assess student growth	08/14	09/14
			B. Develop guidelines for a comprehensive teacher evaluation portfolio that includes student growth, professional learning opportunities and contributions to a positive campus climate	08/14	09/14
			C. Provide incentive pay to those teachers who have improved student achievement	06/15 06/16 06/17	07/15 07/16 07/17
			D. Remove teachers who have not improved their professional practice	04/15 04/16 04/17	04/15 04/16 04/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Implement an afterschool program to extend learning time—develop a calendar for programming	09/14	05/17
			B. Purchase an appropriate interdisciplinary, hands-on curriculum for the afterschool program	09/14	09/16
			C. Provide time during the school day for teachers to collaborate in teams	08/14	08/14
			D. Utilize paraprofessionals to perform clerical and supervision duties to free teachers for teaching and collaborating and to provide teachers with flexible work conditions	08/14	05/17
			E. Add two additional classroom teachers in each grade level to reduce class sizes	08/14	08/14

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Create a schedule for an afterschool program	09/14	05/17
			B. Create a schedule for a summer program	05/15	06/17
			C. Provide summer Jumpstart Program before fall semester	08/14 08/15 08/16	08/14 08/15 08/16
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Provide an afterschool program to offer academic assistance in the core subject areas	09/14	07/17
			B. Provide a four week summer program to offer academic assistance in core subject areas	05/15	06/17
			C. Provide a three week summer Jumpstart Program before fall semester	08/14 08/15 08/16	08/14 08/15 08/16
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Provide an afterschool enrichment curriculum that has a strong hands-on component with interdisciplinary units	09/14	06/17
			B. Involve students in service learning projects – at least one project per grade level per year	08/14	07/17
			C. Implement a job-shadowing program for selected fifth graders with community professionals/workers	02/15 02/16 02/17	02/15 02/16 02/17
		4. Provide additional time for teachers to	A. Increase participation in professional learning communities	08/14	05/17

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		collaborate, plan, and engage in professional development within and across grades and subjects.	B. Utilize paraprofessionals to perform clerical and supervision duties to free teachers for collaboration	08/14	07/17
			C. Involve teachers in training in the areas of technology, writing and student goal-setting	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Hire a Family Engagement Specialist	08/14	06/17
			B. Provide ongoing, constant and varied communication efforts between the home and school	Weekly 08/14	05/17
			C. Conduct home visits to encourage parent involvement	09/14	05/17
			D. Provide at least 4 parent trainings during the school year	August, October, January and March	2014-2017
			E. Develop a strong parent volunteer program	08/14	05/17
		2. Provide ongoing mechanisms for community engagement	A. Offer parents coursework through Texarkana College or other providers to achieve a license or certification	Fall and spring semesters 08/14	05/17
			B. Build partnerships with community organizations such as TRAHC – Texarkana Regional Arts/Humanities Council	08/14	06/17
			C. Promote grant achievements through local organizations such as Rotary Club and/or Lions' Club	Once per semester 08/14	05/17
			D. Involve selected fifth grade students in job-shadowing opportunities in the community once a year	02/15 02/16 02/17	02/15 02/16 02/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Provide daily assistance to teachers to improve the learning environment	08/14	05/17
			B. Conduct surveys of teachers and parents to measure/evaluate the school climate	03/15	03/15
				03/16	03/16
				03/17	03/17
			C. Utilize technical support from TCDSS/Region 13	08/14	07/17
			D. Conduct required grant activities with the assistance and support from the DCSI	Monthly 08/14	05/17
			E. Attend conferences and trainings to build capacity with the teaching staff	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Develop a rubric that includes student growth as a significant factor in the evaluation system	08/14	09/14
			B. Use data to design lessons that address deficiencies in student growth to ensure quality instruction in the classroom	08/14	05/17
			C. Use multiple walkthroughs to assess teacher strategies and the level of student engagement and to provide support for teachers	Each 6 wks 08/14	07/17
			D. Use the PDAS evaluation system with added components for student growth	08/14	05/17
			E. Provide daily support for classroom teachers from instructional coaches	08/14	05/17
			F. Provide mentoring and support for classroom teachers from lead teachers	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Annually reward core teachers \$3,000 and non-core teachers \$1,500 for achieving student growth from one year to the next	06/15 06/16 06/17	07/15 07/16 07/17
			B. Promote teachers to positions as coaches and/or interventionists	05/15 05/16 05/17	05/15 05/16 05/17
			C. Offer opportunities to promote to Lead Teacher positions	05/15 05/16 05/17	05/15 05/16 05/17
			D. Remove teachers who have not improved their professional practice	04/15 04/16 04/17	04/15 04/16 04/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Continue to implement the <i>Leader in Me</i> training	08/14	05/17
			B. Attend the <i>Advancing Improvement in Education Conference</i>	09/14 09/15 09/16	09/14 09/15 09/16
			C. Attend the <i>Learning Forward Conference</i>	12/14 12/15 12/16	12/14 12/15 12/16
			D. Train writing teachers to implement consistent, research-based writing strategies with <i>The Write Tools</i>	09/14	09/14
			E. Provide technology integration training	08/14	05/17
			F. Attend the <i>Parent Involvement Conference</i>	06/15 06/16 06/17	06/15 06/16 06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Provide one-time recruitment bonuses of \$2,000 to attract teachers to the campus	08/14 08/15 08/16	08/14 08/15 08/16
			B. Provide stipends for lead teachers	12/14 06/15 12/15 06/16 12/16 06/17	12/14 06/15 12/15 06/16 12/16 06/17
			C. Provide opportunities for growth through conferences	08/14	05/17
			D. Designate and compensate lead teachers \$5,000 annually	08/14	05/17
			E. Provide six highly-skilled paraprofessionals to assist teachers with clerical and supervision duties	08/14	05/17
			F. Provide instructional support for students by academic interventionists in core subject areas of math, reading and writing in pullout programs	08/14	05/17

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In many schools, momentum, energy, and growing commitment begin to form around some key improvement ideas, then a change in key personnel or mandated directions derails the effort. It is no wonder that veteran educators become discouraged and cynical and that new teachers leave the profession. How many times can school staff ride this merry-go-round before deciding to jump off? Too often, when a new initiative is launched, inevitable changes occur with key personnel. We hear phrases like: "Two key teachers resigned," "We had a change of superintendents," "There was an election and we got a new board majority," "We can't get everyone on board," and of course, "The grant money ran out."

To establish enduring capacity to provide adequate resources and related support at Westlawn Elementary to implement, fully and effectively, the required activities of TTIPS transformation at least two critical conditions are necessary:

- The school must have a significant number of skillful teacher-leaders who understand the shared vision of the school and the full scope of the work underway, and who are able to carry them out.
- School staff must be committed to the central work of self-renewing schools. Leadership must encourage teachers to continuously engage in identifying best practices. This work involves reflection, inquiry, conversations and focused action—professional behaviors that are an integral part of daily work.

"When we equate the powerful concept of leadership with the behaviors of one person, we are limiting the achievement of broad-based participation by a community or a society. School leadership needs to be a broad concept that is separated from person, role, and a discrete set of individual behaviors. It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community," said Linda Lambert in *Building Leadership Capacity in Schools*.

Teachers, campus administrators and other staff at Westlawn will begin to share leadership this summer with planned activities through the Title I Priority Grant. *The Leader in Me* by Stephen Covey has been selected to train this campus in practical, principle-based leadership skills. The staff will study Covey's *Four Imperatives of Leadership: Inspire Trust, Clarify Purpose, Align Systems, and Unleash Talent*. This professional development series is a three-year, schoolwide leadership-development process for both students and staff members of which *The 7 Habits of Highly Effective People* is a foundational piece. It integrates timeless leadership principles into school culture, driving transformational results. *The Leader in Me* is designed to be integrated into a school's core curriculum and everyday language, so that it isn't "one more thing" teachers and administrators have to do. It becomes part of the culture, gaining momentum and producing improved results year after year, benefiting schools and students.

In addition, *School Turnaround* training for the principal and leaders is also scheduled to begin in summer 2014. This was begun with the Title I Priority Grant and will be coordinated with TTIPS activities. *School Turnaround* is a leadership development initiative that helps principals and other campus leaders immediately improve academic achievement at persistently low-performing schools by teaching leadership and goal setting starting with the people that lead the campus. Targets are set with a focus on what is happening in the classrooms. Capacity of leaders such as instructional coaches, interventionists, and lead teachers, not just the principal, will be built with *The Leader in Me* and with *School Turnaround* training.

All of the required federal activities of transformation will occur in the TTIPS grant at Westlawn: a rigorous, transparent and equitable evaluation system, identifying and rewarding school leaders, providing operational flexibility, extending learning and enrichment time, providing additional time for teachers to collaborate and plan, providing ongoing mechanisms for family and community engagement, and ensuring that the school receives ongoing, intensive technical assistance and support. To fully and effectively implement all of these activities, leadership must be prepared. However, "leadership" will not only include campus administrators, but teacher leaders as well. Capacity must be built from the ground up in order to be truly meaningful and long lasting.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following activities will be conducted in June and July 2014:

June 2014

- ESEA Waiver Priority School Summer Training – Principal and DCSI (paid with local funds)
- Leadership training for principal and two school leaders conducted at *School Turnaround* headquarters (paid with Priority Grant funds)
- Teachers and staff will attend professional development, *The Leader in Me* (paid with Priority Grant funds)
- District leaders, principal and SBDM committee will hire a project director and an administrative assistant to begin work on July 1, 2014 or when grant is awarded (paid with pre-award costs included in budget)
- Establish offices and purchase computers, printers and supplies for the director and assistant (using pre-award costs included in budget)
- Conduct site visits of other summer term and afterschool programs
- Conduct site visits of successful transformation elementary schools

July 2014

- Refine and adopt teacher incentive pay and recruitment bonus plans
- District officials will rearrange campus to accommodate the additional teachers and staff, including the provision of portable buildings for offices, if needed, using local funds
- Coordinate adult education offerings with local community college and other providers
- Coordinate afterschool dinner for students with district food service department
- District leaders, DCSI, principal, SBDM and grant director will hire classroom teachers, instructional coaches, paraprofessionals, interventionists, site coordinator and a family engagement specialist to begin after August 1, 2014
- Grant director attends the Afterschool Texas Conference – OSTI-CON, Ft. Worth
- Develop plans for Jump Start Camp to be held in August
- Analyze 2014 assessment results

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 019907

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 019907		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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